

Balfron Primary School Nursery Day Care of Children

Moor Road
Balfron
Glasgow
G63 0PD

Telephone: 01360 440027

Type of inspection:

Unannounced

Completed on:

12 March 2020

Service provided by:

Stirling Council

Service provider number:

SP2003002689

Service no:

CS2003015601

About the service

This service was registered with the Care Inspectorate on 1 April 2011.

Balfron Primary School Nursery is a Stirling Council education provider, providing a day care service for a maximum of 24 children, age from three years to an age to attend primary school, at any one time. The nursery serves the village of Balfron and the surrounding rural area. The nursery is part of the primary school and high school campus and they have a strong relationship with the primary school management team and staff.

The nursery values are stated as follows:

'Included, courage, respect, cooperation, active, resilience and achieving'.

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC), Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of Getting it right for every child: safe, healthy, achieving, nurtured, active, respected, responsible and included.

What people told us

During the inspection, we spent time with the children present, who were all fully engaged in purposeful play. There were 19 children present on the day of inspection. They were keen to talk to us and told us:

"I am a fireman."

"Lentil soup keeps me healthy because it has vegetables in it."

"Strawberries keep you fit."

"I can do front flips and back flips, and cartwheels and hand stands."

"Welly boots are good at nursery for going outside."

"We made scones yesterday."

"My favourite thing at nursery is to get cuddles."

"My favourite thing at nursery is to play in the garden."

"I want to live here, live here, live here. We could bring our sleeping bags and have a sleepover."

We sent out nine care standards questionnaires to parents of children who attend the service. We received six completed questionnaires from parents before the inspection. We spoke with one more parent individually. Overall, parents were very happy with the care and support their child received in this service. They told us:

"Overall I am very happy with the service that Balfron School Nursery offers my child and myself. The staff are very helpful and approachable."

"Balfron nursery is a happy welcoming place and my child has been extremely happy and settled there for the past two years. The staff are brilliant and always happy to discuss and deal with any issues."

"My child has been at Balfron Nursery for two and a half years and has enjoyed being there very much."

"The staff have been amazing, encouraging and friendly throughout our time and my child has thrived in her pre-school years."

"It is so easy to leave my son here, I trust the staff so much. They take my lead when my son needs extra support and always listen and support his changing needs. I am really happy and just want him to stay here for ever because the staff are so accommodating."

Self assessment

The service had not been asked to complete a self-assessment in advance of this inspection. We looked at their improvement plan. This demonstrated their priorities for development and how they were monitoring the quality of the provision within the service. For example, developing recording of next steps in learning to ensure continued best outcomes for children.

From this inspection we graded this service as:

Quality of care and support	6 - Excellent
Quality of environment	not assessed
Quality of staffing	6 - Excellent
Quality of management and leadership	not assessed

What the service does well

The exceptionally committed and self-reflective staff, and management team, were driven to ensure the highest quality outcomes for children. Expectations of children's achievements were set high and staff worked hard at adding value to the quality of children's learning. All children were highly engaged and self-sufficient. Staff were involved in self-evaluation and willing to try new ideas, which resulted in a strong ethos for improving high quality outcomes for children.

Learning experiences were challenging and supported developing independence and responsibility. Floor books evidenced a wealth of creative approaches to the curriculum, which evidenced high quality learning. These resulted in longer term projects, which supported children to lead, extend and deepen their learning. For example, exploring and discovering through science experiments, such as, felt making. Similarly, floor books were steeped in mind maps and children's voices, showing that their ideas and opinions led the planning. The floor books showed us that children were supported to understand and appreciate different families, cultures and languages, for example, a parent had been teaching the children some words in Mandarin. We saw respect for gender equality and children were enjoying the current interest in highland dancing. Children understood and respected differences in people.

Learning groups focussed on needs, such as listening and confidence. Staff skilfully knew when to interact, when to model and when to extend learning and made very good use of effective questioning, which encouraged children to problem solve. For example, "What happens if we put the orange into the water?"

Children's learning journals were continually improved. Staff were committed to training to develop the recording of next steps in learning and use these to inform future planning. Learning journals showed excellent progress at an appropriate pace and tracking tools showed progress across the curriculum.

Outdoor learning experiences were excellent, and staff were good role models for keeping children healthy. Children were outdoors in all weathers and we watched a fantastic learning experience where children, clothed in wellies and wetsuits, played in the rain and mud, being 'mud monsters'. Children benefited from team play and risk benefit play.

Children learned to be responsible by recycling and caring for the environment. They were well informed and told us "don't lose, reuse". They checked labels to find out if packaging was recyclable. Similarly, when planting in the poly tunnel, they were testing using toilet rolls and egg boxes, instead of plastic plant pots. Children made a 'sea' in the garden and were 'cleaning it up'. This was followed with a story about cleaning the sea. Children understood the importance of helping to save the planet.

Children were encouraged to enjoy good food, some of which they grew themselves with great enthusiasm in the poly tunnel and outdoor area. As a result, children were very well informed about healthy eating and where food comes from. Food was nutritious, and children were kept hydrated throughout the day, with access to their water bottles. Mealtimes were purposeful experiences that all children engaged in well. Independence skills were supported, and we saw children cutting melon. The table was beautifully prepared, with real crockery, table cover and flowers. Rich conversations supported social development and table manners.

Staff managed health issues exceptionally well, for example, when a child had a food allergy. Children understood and respected friends allergies. We heard them discussing how they could make pancakes without using eggs to keep their friend safe.

Staff worked with other professionals to provide appropriate and timely support when required. We spoke to a health visitor and speech and language therapist during our inspection, they told us that : 'Staff communicated well and effectively supported individual strategies identified in children's plans'. This ensured best outcomes for children.

The very strong culture of respect and kindness spread everywhere. One example was when a child went to get an ice pack for another child who was hurt. Children were loved and valued and in return loved the staff. For example, children wanted staff to have learning journals, so that they were included, and children drew pictures for staff journals.

There were distributed leadership opportunities for staff, whose individual strengths were recognised. Exceptionally highly skilled staff brought individual strengths to the service. This included the student who told us that she felt very supported and took a lead role in the woodland project. One staff member shared her skill in creativity and textiles. Children experienced using a range of different materials and media. They enjoyed 'big art' and the sensory benefits this brought when mixing textures and feeling the warmth with their hands. Children learned to create, design and experiment.

What the service could do better

The team had clear and appropriate plans in place to continue to embed and enhance their excellent practice. They were preparing for changes that the expansion would bring, which included an extension to the playroom. This was to ensure that they continued to provide the highest quality outcomes for children.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

There are no outstanding requirements.

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings
28 Oct 2016	Unannounced	<div>Care and support</div> <div>5 - Very good</div> <div>Environment</div> <div>6 - Excellent</div> <div>Staffing</div> <div>Not assessed</div> <div>Management and leadership</div> <div>Not assessed</div>
25 Sep 2013	Unannounced	<div>Care and support</div> <div>4 - Good</div> <div>Environment</div> <div>4 - Good</div> <div>Staffing</div> <div>4 - Good</div> <div>Management and leadership</div> <div>4 - Good</div>
15 Nov 2010	Unannounced	<div>Care and support</div> <div>6 - Excellent</div>

Date	Type	Gradings	
		Environment Staffing Management and leadership	Not assessed Not assessed Not assessed
2 Feb 2009	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent 5 - Very good 5 - Very good 6 - Excellent

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